

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (7-12)  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Dennis Post

Official School Name: Rock Creek Jr./Sr. High School

School Mailing Address:  
9355 Flush Road  
St. George, KS 66535-9423

County: Pottawatomie State School Code Number\*: 3495

Telephone: (785) 494-8591 Fax: (785) 494-8595

Web site/URL: www.rockcreekschools.org E-mail: postd@rockcreekschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Darrel Stufflebeam

District Name: USD 323 Tel: (785) 457-3732

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Mark Kuecker

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 2        | Elementary schools  |
| 0        | Middle schools      |
| 0        | Junior high schools |
| 0        | High schools        |
| 1        | Other               |
| <b>3</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8267

Average State Per Pupil Expenditure: 9488

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☒ Rural

4. 17 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	33	29	62
K			0	8	27	27	54
1			0	9	37	26	63
2			0	10	31	22	53
3			0	11	35	37	72
4			0	12	37	25	62
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							366

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
94 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1.	372
(5)	Total transferred students in row (3) divided by total students in row (4).	0.089
(6)	Amount in row (5) multiplied by 100.	8.871

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Russian

9. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 99

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>5</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>46</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	94%	93%	97%
Daily teacher attendance	97%	96%	95%	96%	95%
Teacher turnover rate	8%	6%	22%	13%	17%
Student dropout rate	1%	2%	2%	4%	4%

Please provide all explanations below.

In 2005-2006 and 2004-2005 long term illnesses lowered our attendance rates. Typically we are at 95% or higher.

During the school years 2003-2004, 2004-2005, and 2005-2006, our high turnover rate was due to some retirements and some teachers moving to administrative positions. We also reduced our staffing from 29.5 to 27.8125 positions.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	43	
Enrolled in a 4-year college or university	56	%
Enrolled in a community college	16	%
Enrolled in vocational training	21	%
Found employment	5	%
Military service	2	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	%

## PART III - SUMMARY

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Rock Creek Junior/Senior High School is a 7-12 building and the only secondary school in the school district. The school, like the district, receives students primarily from the two small communities of St. George and Westmoreland. These two communities united to form one school district in 1967. Their two high schools, however, did not combine to form RCJSHS until 1992. The continued success of and resulting pride in RCJSHS has gone a long way toward uniting our school district into a one school-community.

RCJSHS has a student population of 370. Twenty-seven percent of its students are economically disadvantaged and six percent are minorities. Eleven percent have learning disabilities, which is slightly higher than the state average. Academic rigor is the primary focus of curricular and instructional decisions at RCJSHS. The school offers Advanced Placement course options in math, science, social studies, and literature. The school also offers six community college dual credit opportunities. Those classes are taught by the school's teachers and offer a challenging and rigorous college curriculum.

The philosophy of No Child Left Behind demands that all students reach a certain level of academic achievement. The fact that RCJSHS has always insisted on academic excellence is the primary reason why it succeeds so well under the mandates of NCLB. At RCJSHS, all students learn to the point where they meet a high level of expectations and a large majority of students learn well beyond that point.

Finding ways to improve the achievement of struggling students is the key to the school's success. We identify students in need of individual attention through several state-aligned, quantifiable, research-based methods. First, the state assessment scores of all incoming and new students are studied to determine if help is needed at the secondary level. Second, all 7th grade, 8th grade, and new students are given the Gates-McGinitie Reading Test to determine their reading level. Third, 9th grade students take the ACT Explore Test, which serves the dual purpose of determining math and reading needs and helping counselors plan career exploration. Finally, students are periodically given the Kansas Formative Tests to confirm they are making adequate progress.

Once a student is identified as needing additional individual attention, his or her success and academic growth is nearly assured. We leave nothing to chance in that regard. One program used to assure academic success is our secondary-level Title I program. Our Title I teacher is highly trained in state math and reading curriculum and best practices instruction. Students with the greatest academic need are enrolled in the Title I Study Support Class, which prepares students to score well on state assessments and succeed in all of their classes. Students needing less individual attention are scheduled to work with the Title I teacher for a certain amount of time per week.

We also employ a certified reading teacher and teacher's aide for a 7th and 8th grade Reading Strategies Class, which all junior high students are required to take. Identified students must attend summer school to continue their work and ensure that knowledge is not lost over the summer. Also, those students will automatically be re-enrolled for additional, individual help during the school year until they achieve "Meets Expectations" or higher on the state assessment exams.

High academic achievement is the reason RCJSHS was this year's only secondary school Blue Ribbon nominee from the state of Kansas. The school also offers a myriad of courses and co-curricular activities designed to stimulate the education of all students. In addition, the RCJSHS faculty and staff are highly motivated, technologically proficient, and focused on the needs of students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The state of Kansas requires each accredited school to administer the state assessments in reading, mathematics, writing, science, and social studies. These tests are prepared and administered through the Center for Educational Testing and Evaluation at the University of Kansas. State assessment tests are based on the Kansas State Standards which may be found on the Kansas Department of Education website [www.ksde.org](http://www.ksde.org). The tests are part of the Kansas Quality Performance Accreditation process. Kansas Reading and Mathematics Assessments are administered for grades seven through eleven. High school students must be tested by the spring of their eleventh grade year but may be tested prior to then.

Performance on the Kansas Assessments is reported in a system based on five categories. The lowest category is Academic Warning, and Approaching Standards is the next highest category. Neither of these categories is high enough to meet the AYP standards. The top three categories, from lowest to highest, are Meets Standards, Exceeds Standards, and Exemplary. All three of these categories make up the AYP requirements. The AYP score is listed as the percentage of students who scored in one of the three categories. Kansas students are expected to score in these top three categories.

Rock Creek Junior/Senior High School has made significant progress in the last five years on Kansas Mathematics and Reading Assessments. The data for the six assessments shown in this application is categorized by the grade level score for the assessment along with the subgroups Economically Disadvantaged and Special Education. In all six assessments we have shown significant improvement in every area. In the 2003-2004 school year, our grade level AYP scores in math ranged from 77 to 84. The reading scores for that school year ranged from 70 to 86. On the 2007-2008 assessment, our grade level math scores show a much improved range of 93 to 98. Our reading scores for that year improved to a range of 93 to 99. In the area of Economically Disadvantaged, our 2003-2004 math score ranges were from 60 to 90 while our reading score range was 50 to 85. Our 2007-2008 range for this subgroup improved in math from 92 to 95 and reading improved from 95 to 100. The final subgroup we reported was Special Education. In 2003-2004 our subgroup math scores ranged from 25 to 58 with reading showing a range of 31 to 47. This subgroup shows our greatest improvement with scores now ranging in math from 83 to 100 and reading AYPs are all 100.

Our improvement in the Kansas Assessment scores can be traced to several changes we have instituted at Rock Creek. Our entire staff is responsible for helping with the mathematics and reading standards, and our teachers are required to integrate math and/or reading activities into their classes. They are given assistance with this task by the math and reading staff and are asked to target, if possible, the standards we scored lowest on during the previous year. In addition, we instituted mandatory summer school for all students not meeting the minimum AYP score on the spring assessments. We work with those students to improve their mathematics and reading skills, specifically targeting the standards on which they score the lowest. A final change is year round monitoring and assistance for students needing additional time for reading and math. The students are given additional assistance through a computer program called PASSKEYS and are provided tutor support. The programs allow us to continually assess and provide remediation to students with low skill levels.

Due to changes in our support system for students, we increased our assessment scores in the last five years. Consequently, our system allows us to identify and support those students needing additional assistance.



## **2. Using Assessment Results:**

Our staff's teaching is directed toward the Kansas Standards, and lessons are written with the standards and the indicators as guidelines. After taking the Kansas Assessment, we assess the data, and teachers determine if their lessons need to be revised. It is essential that this be the underlying structure for all teaching in our building.

Our data is collected and disaggregated. This data is made available to all the staff members. We particularly focus on the indicators we score lowest on each year, and our curriculum is revised to better address these indicators. We also ask all staff to address these indicators in all classes, not just those classes that deal with math and reading. If we continually revise curriculum and focus on the lowest indicators, we should be able to provide a better education for all of our students.

Our data is also used to identify those students needing additional time on certain standards. We require all students not meeting the AYP levels to attend summer school. Our summer school is directed at helping those students improve their math and/or reading skills, and those students are then monitored through the next school year. During the school day, we provide additional time for them to continue to work on their lower skills and all skills in general. In the fall, we use formative tests to check for improvement. With this system we are able to see constant steady improvement in our students' learning.

Our assessment results are used to improve instruction, correct areas of concern in our curriculum and identify students who need additional time to be successful. Through the continuous cycle of data assessment and curriculum revision, we provide an excellent education for our students.

## **3. Communicating Assessment Results:**

Assessment results are communicated to students, parents, faculty, the board of education, and community through a variety of methods.

First, our faculty notifies students of their individual assessment scores. Typically, students are very interested in how well they performed, and their assessment scores become part of their official transcript. Our Renaissance group celebrates our success at an academic rally at the beginning of each semester.

Parents are notified through a mailing from the school. They are provided information that comes directly from our state education department. An information pamphlet is also sent home so parents have a way to determine how their student is doing on the assessment.

Our faculty also reviews the assessments. They use the data to determine if curriculum needs to be revised. A major reason for our success on the assessments is that we constantly monitor our curriculum making sure it is aligned with the state standards. Our faculty also uses the data to integrate math and reading skills into all classes. It is essential that we continue to monitor assessments on a yearly basis.

In addition, each year's data is presented to our Board of Education. They review the data to assure progress is being made in the district. The data reported to the Board is also placed on our district website. The website allows access to the data not only by patrons, but also by people interested in moving to our district.

Finally, our assessment data is reported to two local newspapers. The main focus of the newspaper articles is a celebration of the district's success. Additionally, our superintendent writes articles explaining the data, the success we have achieved, and the importance of the data for student success.

Through the above sources we distribute our data to all interested parties. It is important that everyone be aware of the data. We celebrate our assessment success in our building, our district, and throughout the community.

#### **4. Sharing Success:**

The success of Rock Creek Junior/Senior High School assessment scores and progressive educational methods is, in part, due to exchanging ideas with other districts. We have adapted methods we gathered from other educators, and we have also shared our success with other districts.

One way we share our methods and ideas is through interaction with other schools. Teams from other schools have visited our school to discuss the various aspects that allow for our success. When a team visits, they interact with our staff members. The sharing of ideas not only helps them, but also allows us to ask them about success they have at their school. Through the dialogue, both schools may find ideas that will benefit their students' education. We also have been asked to send teams to other school to present our methods to their entire staff. The collaboration is an excellent way to share ideas with both schools. Additionally, some schools in our area occasionally send staff members to observe our classrooms. They are matched up with our staff members in the same content area.

Rock Creek Junior/Senior High School is located near a major university. As a result, we have a significant number of student teachers assigned to our building. Our successful practice is shared through them. Not only do they practice their teaching skills, but at the same time they have a chance to see how our assessment system works. In addition, our staff becomes better because the student teachers introduce us to the newest educational research.

We believe it is our duty to education to constantly share successful ideas. Even though we have experienced success, we constantly look for ways we can improve. Only through the process of exchanging ideas with other schools can we make education better for all students.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Rock Creek Junior Senior High School provides a strong, diverse curriculum for all students. To graduate, students must earn the following 25 credits:

English - 4 credits  
Math - 3 credits  
Science - 3 credits  
Social Studies - 3 credits  
PE/Health - 1 credit  
Speech/Fine Arts - 1 credit  
Computer Applications - 1 credit  
Electives - 9 credits

In addition, all students must successfully complete an exit project. As juniors they write an 8 – 10 page research paper. As seniors, they complete a project related to the paper and deliver a presentation to a panel of judges. Students must pass all three components to graduate.

Concurrent community college courses are available in American History, U.S. Government, Psychology, Anatomy, and Public Speaking. In addition, we teach Advanced Placement courses in English Literature, Calculus, Statistics, and AP Biology. The majority of AP students take the AP exams, and our passing rates are in line with national averages.

The language arts curriculum prepares students for critical reading, critical thinking, and effective writing. All junior high students take two semesters of reading strategies. For six years, students examine a variety of literary genres; they also improve their skills in vocabulary, writing, research, and grammar. A newspaper and yearbook class is also offered.

In math and science, courses are developed around the state standards; all standards are introduced and reinforced prior to testing. Secondly, the curriculum is broad, with students moving at their own rate. In math we offer a range of courses from Algebra Concepts 1A through AP Calculus and Statistics. In science, students may choose basic courses such as General Science 1 & 2, but also may take upper level courses such as Chemistry and Physics.

Rock Creek has a qualified Spanish teacher whose curriculum is aligned with state and national foreign language standards. Every two years student may participate in a summer travel program to Mexico. In addition, we offer French courses on-line. Over the last five years, 81% of our students have studied a foreign language.

We have strong performing and visual arts departments. Over 46% of our students are involved in band and/or choir. Our speech programs are competitive, having won six state trophies in debate and forensics in the last five years. In the visual arts we offer a variety of classes, including graphic and computer design, photography, drawing and painting, ceramics, and silversmithing.

Numerous technical and vocational classes bridge the gap between education and the work world. The business/computer department uses technological advancements, promotes financial management and offers a hands-on business class that serves the school and community. FACS classes promote life skills, healthy food choices, and textile exploration. The vocational agriculture department offers general agriculture classes, along with agricultural mechanics and horticulture, providing hands-on opportunities in the shop and greenhouse. Finally, each year students study construction science by building a structure in a neighboring town.

The physical education department offers general courses for junior high and ninth grade, but also offers specific courses in strength and conditioning and aerobics for all levels. In addition, a weight room is available for students, staff, and community members. P.E. aims to involve all students in physical activity and utilizes technologies such as heart monitors.

Special education programs include services for gifted, mild learning disabilities, and severe learning disabilities. Some students need little monitoring or may study with their SPED teacher for one period. MR and autistic students spend much of their time in a self-contained resource room but are mainstreamed for physical education, FACS, vocal music, and lunch. These students volunteer in the community, and they also make and sell food to the student body.

#### **2a. (Elementary Schools) Reading:**

#### **2b. (Secondary Schools) English:**

The objective of the Rock Creek Junior/Senior High School English curriculum is to teach students the language abilities they need to communicate effectively as individuals and as contributing members of society. These skills are taught in direct correlation with Kansas State Assessment benchmarks. Our secondary English courses provide a structure for the development of skills that enable students to listen, think, speak, read and write effectively. Students track their own progress through the Kansas State indicators by creating a portfolio which documents their mastery of each skill.

The reading levels of all seventh and eighth graders are tested at the beginning of each school year. Any student who is reading below grade level is placed with an English department advisor. Those same students attend Title I Reading three times per week to work on remedial reading skills. The reading skill of each student at Rock Creek is continuously tracked with formative assessments. Anyone who fails one of these formative tests is given help on that particular area through Title I and advisor lessons. Core teachers from other subject areas also help by designing lessons to target the three lowest indicators from the previous year. At each grade level, the fundamentals of grammar, usage, and mechanics are taught in conjunction with writing. Students at Rock Creek use the writing process for a variety of purposes. Through reading and responding to several genres of literature, students develop a perspective on the range of human experience and an appreciation of our diverse cultural heritage. Throughout all areas of language study, students are expected to think critically and analytically about written and oral expression. The culmination of all these skills takes place at the 11th grade level, where students are asked to create a research-based essay which is part of their district-required Senior Exit Project.

### **3. Additional Curriculum Area:**

Rock Creek Junior/Senior High School believes that all students can and will learn. We believe students regardless of gender, race, socioeconomic status, or past academic performance, can master essential skills necessary for post-graduation experiences. We also believe that students will learn the same concepts at different times.

The mathematics curriculum at Rock Creek Junior/Senior High school is designed for all students to meet the Kansas State Math Standards. All math courses were developed around the standards. We introduce and reinforce standards in courses prior to testing on the Kansas Math Assessment. We also continue to review and reinforce math concepts in various ways from junior high through high school for each student.

Our mathematics curriculum provides the math skills needed by each student. Since students learn at different rates, our math courses provide options to allow students to move through content at their own pace. We provide the opportunity for students to take any and all of the courses Algebra 1, Algebra 2, Geometry, Advanced Math, AP Calculus and AP Statistics, between grades seven and twelve. Some students will progress only through Algebra Concepts 1A, Algebra Concepts 1B and Geometry Concepts by the time they graduate. The different courses allow for students to learn the concepts of the Kansas Math Standards at their own rate. Even though some students will learn the concepts at a slower rate, they can still take the advanced courses in math when they are ready. During class selection, our guidance counselor advises students about math course options, and we try to place students at the level they need in order to be successful in math. Since all students will need mathematics skills in all post-graduation encounters, it is essential that we prepare students mathematically for all experiences after high school.

### **4. Instructional Methods:**

Rock Creek Junior/Senior High School differentiates instruction and meets the needs of all students through a project-based curriculum and flexible scheduling.

Our project-based curriculum develops skills that all students should have, regardless of ability, gender, race, or socioeconomic status. Through projects, teachers encourage students to develop higher-level thinking skills by applying, synthesizing, and evaluating knowledge. Projects may be group endeavors, strengthening students' collaborative skills. They may involve technology, with students researching on-line and creating PowerPoint presentations. Many projects require portfolios, teaching students to be organized, or include a presentation component to develop oral communication skills. The ultimate project occurs during the senior year, culminating in an extensive exit project (as described in Section 1, Curriculum) which encompasses all of the former skills while stressing time management.

Through our flexible scheduling, we offer supplemental instruction to students at all levels. Teachers are in their classrooms an hour before school and 30 minutes after school, providing ample opportunity for additional instruction. Every other day, students have 90 minutes built into the schedule to visit teachers for academic help; during this time gifted students also can meet with their coordinator. In addition, two highly qualified tutors are on staff from 7 a.m. to 5 p.m. to help with core classes. Also, like all schools, a subset of our population struggles academically and/or socially, but does not qualify for special education services. These students enroll in an extended core class taught by our Title I instructor. These classes have low student-to-teacher ratio, allowing for modified instruction and individual attention.

Our block schedule also lends itself to differentiated instruction, with 90 minute classes meeting on alternating days. This extra time allows for diversified class periods. Science, math, and FACS students conduct labs, horticulture students plant trees and flowers in the community, SPED students volunteer at area businesses, and advanced Spanish students teach in the district's elementary schools.

## **5. Professional Development:**

A major aspect of professional development at Rock Creek Junior/Senior High School centers on curriculum development and alignment in each department. Each year our staff is provided three curriculum writing days. These days are used to review and rewrite curriculum in their areas. Our teachers are experts in their fields, and therefore are the creators and editors of the curriculum for their classes. Through this yearly process, our curriculum stays current and alive for our students. The freedom of teachers to rework their curriculum allows for the development of new and innovative lessons.

Our staff also receives technology training. We try to stay current with the technology available in the field of education, and our district provides many technological advantages to our students. Obviously, when a new technology is introduced, our staff needs to be trained to use it in the classroom. We find that the more access the teachers have to the technology, the more classroom applications our students have available to them. The final area we stress is the effect of assessment data on reading and math. Each year, the assessment data is presented to our staff, and areas of weakness are identified so they may be addressed. From the data, we provide training in reading strategies that improve the reading skills of our students. Also, through this professional development, teachers in all curriculum areas can address reading in their classrooms. Likewise, teachers are provided training with how to integrate math skills into their classroom. Through this professional development process, we make math and reading a building focus and not just the responsibility of the math and language arts departments.

Our professional development is directed at making our teachers better prepared to teach effectively. The more effective the teacher, the better education our students have available to them.

## **6. School Leadership:**

Our district has established a building-based structure. As a result, principals have quite a bit of freedom to run the building but also have expectations for providing a safe and sound education to all students.

Curriculum development lays the ground work for all aspects of the school. It is important that our curriculum is based on the Kansas Standards. Our teachers are viewed as experts in their field. Through their initial curriculum work and constant revision, our students are presented current curriculum based on the assessments they must take each year. It is essential that the principal encourage teacher-developed curriculum as opposed to dictating something that may not fit the classrooms. Several important aspects of our curriculum such as the Senior Exit Projects and the Career Education Program have evolved from our teachers.

The leadership in our building is based to a great extent on mutual decision-making. Ideas concerning schedules, policies, and other aspects of the building are discussed with staff prior to decisions and implementation. Ultimately, the principal must make the final decision but input from staff is essential. Our

staff is very good at offering alternatives to situations that may not have surfaced had decisions all been made at the administrative level.

The principal leadership in our building is meant to provide guidance to staff, set up the organization of the building, and provide the resources need for each classroom. The principal's job is to balance as much as possible the programs of the building, so that each program can grow and prosper without being overshadowed by another program.

The leadership in our building encourages the staff to try new ideas. Through this freedom to experiment with new ideas, our school will grow stronger. As the school grows stronger, our students will reap the benefits of a better education.





## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Kansas State Mathematics Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Meets Standards, Exceeds Standards, or Exemplary	95	82	83	67	77
% Exceeds Standards or Exemplary	68	54	50	47	52
Number of students tested	69	59	60	64	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	0	0
Percent of students alternatively assessed	4	5	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Meets Standards, Exceeds Standards, or Exemplary		69	56		90
% Exceeds Standards or Exemplary		39	31		40
Number of students tested		16	15		13
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
% Meets Standards, Exceeds Standards, or Exemplary		70			
% Exceeds Standards or Exemplary		20			
Number of students tested		10			
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Kansas Mathematics Assessment had a cohort group and was administered at Grade 10 through 2005-2006. Beginning with the 2006-2007 year, the cohort group became Grade 11.

Our racial/ethnic subgroups are not statistically significant to report data.

"Proficient" is designated as "Meets Standards" in Kansas.

"Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas.

Scores were not reported in both subgroups for several years since the number of students was less than 10.

Subject: Reading  
Edition/Publication Year: 2004

Grade: 11      Test: Kansas State Reading Assessment  
Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Meets Standards or above	99	92	94	65	70
% Meets Standards	68	70	52	53	53
Number of students tested	69	59	66	49	51
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	2	3	1	0	0
Percent of students alternatively assessed	3	3	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Meets Standards or above		92	88		50
% Meets Standards		46	63		17
Number of students tested		16	15		13
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
% Meets Standards or above		90			
% Meets Standards		50			
Number of students tested		11			
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Our racial/ethnic subgroups are not statistically significant to report data.

"Proficient" is designated as "Meets Standards" in Kansas.

"Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas.

In both subgroups, scores are not reported for certain years since the number of students in the subgroups those years was less than 10.

Subject: Mathematics

Grade: 7 Test: Kansas State Mathematics Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Meets Standards or above	98	94	92	92	84
% Meets Standards	82	64	61	66	61
Number of students tested	54	61	53	61	55
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	2	3	2	0	2
Percent of students alternatively assessed	4	5	4	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Meets Standards or above	95	90	83	89	60
% Meets Standards	76	52	44	63	33
Number of students tested	20	23	19	20	17
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
% Meets Standards or above					58
% Meets Standards					50
Number of students tested					10
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Our racial/ethnic subgroups are not statistically significant to report data.

"Proficient" is designated as "Meets Standards" in Kansas.

"Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas.

Scores were not reported in the last four years in the Special Education subgroups as each year the number of

students in the subgroup was less than 10.

Subject: Reading

Grade: 7 Test: Kansas State Reading Assessment

Edition/Publication Year: 2006

Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Meeting Standards or above	98	98	96	0	0
% Meeting Standards	82	75	67	0	0
Number of students tested	54	61	53	0	0
Percent of total students tested	100	100	98	0	0
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	2	2	4	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Meeting Standards or above	95	100	89		
% Meeting Standards	76	62	60		
Number of students tested	20	23	19		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
% Meeting Standards or above	0	0	0		
% Meeting Standards	0	0	0		
Number of students tested	0	0	0		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Testing of Reading at Grade 7 did not begin until 2006.

Our racial/ethnic subgroups are not statistically significant to report data.

"Proficient" is designated as "Meets Standards" in Kansas.

"Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas.

Results for Special Education were not reported as the number of students each year was less than 10.

Subject: Mathematics

Grade: 8 Test: Kansas State Mathematics Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Meets Standards, Exceeds Standards, or Exemplary	93	83	79	0	0
% Exceeds Standards or Exemplary	70	57	52	0	0
Number of students tested	59	53	62	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	2	3	3	0	0
Percent of students alternatively assessed	3	6	5		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Meets Standards, Exceeds Standards, or Exemplary	94	80	50	0	0
% Exceeds Standards or Exemplary	69	55	36	0	0
Number of students tested	17	20	21		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
% Meets Standards, Exceeds Standards, or Exemplary				0	0
% Exceeds Standards or Exemplary				0	0
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Mathematics for Grade 8 was not tested in Kansas until 2006.

Our racial/ethnic subgroups are not statistically significant to report data.

"Proficient" is designated as "Meets Standards" in Kansas.



"Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas.

No scores were reported in the Special Education subgroup since in each year the number of students was less than 10.

Subject: Reading  
Edition/Publication Year: 2004

Grade: 8 Test: Kansas State Reading Assessment  
Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Meeting Standards or above	93	96	87	98	86
% Meets Standards	77	81	61	75	55
Number of students tested	60	53	62	59	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	0	2
Percent of students alternatively assessed	2	2	3	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Meeting Standards or above	100	95	86	100	85
% Meets Standards	88	75	43	91	38
Number of students tested	17	20	21	13	13
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
% Meeting Standards or above					
% Meets Standards					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Our racial/ethnic subgroups are not statistically significant to report data.

"Proficient" is designated as "Meets Standards" in Kansas.

"Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas.

Special Education subgroup has no reported scores due to the number of students each year was less than 10.

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